

## on ITAP

1. [Faculties](#)
2. [Faculty of Arts, Business, Law, Education and Theology](#)
3. [2025 - 2026](#)
4. [25PGS7010-SMF01-SEM1+2](#)
5. [ITaP resources](#)
6. Feedback on ITAP

## Completion requirements

Following on from the ITAP what lessons have you observed on either Monday 30th September or Tuesday 1st October?

1. Please describe the context of the lesson

1a. Class year group

1b. set/ ability level

1c. setting classroom or lab. Was there a practical in the lesson

2. What routines was the teacher trying to establish in their lesson? e.g. calm transitions, student centred group work , mutual respect.

3. How were these routines modelled by the teacher and sustained through the lesson?

4. How was this action influenced by the context of the lesson? How were resources distributed? Did the teacher welcome students at the beginning of the lesson and how? How did the teacher manage transitions and show they were moving on to a new task/section within the lesson?

5. How did these observations compare to your suite or routines and mechanisms to establish these that you created in your ITAP week?

6. How will you manage the transition to you taking these classes as the teacher.

## Extra details about ITAP

ITAP likely refers to an "Initial Teacher Accreditation Program" or a similar teaching practicum/training program like "Intensive training and Practice". These programs are designed to provide new or aspiring teachers with practical, hands-on experience in a classroom setting. They often involve a period of observation where trainees watch experienced teachers, followed by a period where they gradually take on teaching responsibilities under supervision. The goal is to help them develop the skills and routines necessary for effective classroom management and instruction.

### **General Concepts and Routines in a Teaching Practicum:**

Based on the questions you've asked, here are some general concepts that are commonly addressed in teacher training programs and would be relevant to the kind of observation you're describing:

- **Establishing Routines:** New teachers are often taught the importance of establishing clear, consistent routines from the very beginning of the school year or a new placement. These routines help create a predictable and calm learning environment. Examples include:
  - **Calm Transitions:** How students move from one activity to another (e.g., from group work to individual work, or from a practical activity to a discussion).
  - **Mutual Respect:** The importance of clear expectations for how students and teachers interact with each other.
  - **Resource Distribution:** A systematic way to hand out and collect materials like books, worksheets, or lab equipment to minimize disruption.
- **Modeling and Sustaining Routines:** Trainee teachers learn that it's not enough to just state a routine; they must model it consistently and reinforce it throughout the lesson. This might involve:
  - **Explicit Instruction:** Clearly explaining the "why" and "how" of a routine.
  - **Consistent Reinforcement:** Providing positive feedback when students follow the routine and gentle correction when they don't.
  - **Non-verbal Cues:** Using signals or gestures to indicate a transition or to get students' attention.
- **Contextualizing Routines:** The best routines are tailored to the specific context of the lesson. For example:
  - A practical science lesson in a lab will require different routines for safety and resource management than a history lesson in a standard classroom.
  - A lesson with a Year 7 class will likely have different routines than a lesson with a Year 12 class.

- The teacher's routines for welcoming students at the door or managing transitions between tasks are crucial for setting the tone and pace of the lesson.
- **Transitioning to the Teacher Role:** A key part of a practicum is the transition from observer to lead teacher. Trainees are taught to:
  - **Gradually take control:** Start by teaching small parts of a lesson and then gradually take on more responsibility.
  - **Build on established routines:** Rather than introducing entirely new routines, they should try to adopt and adapt the routines that the class is already familiar with from their mentor teacher. This minimizes disruption for the students.
  - **Communicate with students:** Let the students know that you are taking over as their new teacher and build a rapport with them.